

PE Curriculum Skills Progression

INTENT: At Lyndhurst we aim that all pupils leave our school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.- We aim to provide a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to provide opportunities for pupils to become physically confident and enjoy in a range of physical activities which will support their **physical and emotional** health and fitness. We hope to provide opportunities to compete in sports and other activities to build character and help to embed values such as fairness and respect.

Our aim is for pupils to:

- develop competence to excel in a broad range of physical activities
- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- are physically active for sustained periods of time (through weekly PE sessions, completing 'Lyndhurst Laps' and regular physical brain break activities)
 - engage in competitive sports activities (in school and within locality)
 - participate in team games, developing simple tactics for attacking and defending
 - perform dances using simple movement patterns.
 - lead healthy, active lives

SEND Provision

At Lyndhurst Infant School we believe that every child is respected as an individual and has the right to learn and develop their talents and abilities (Article 29) We adapt the curriculum and supply resources to suit individual needs, including; social, emotional and mental health, physical, sensory and cognitive, so that every child can access the curriculum and further their learning.

Children with complex needs including children with autism and social communication needs access the curriculum at their own level of personal development. This may not follow the continuum as they tend to have a spiky profile, therefore not necessarily accessing all aspects of the progression map in order. For example, in reading, a child may be able to read complex texts, but not have the comprehension skills to match.

IMPLEMENTATION <u>Gymnastics</u>	EYFS	YEAR 1	YEAR 2
	<p>The progression of gymnastics <u>and yoga</u> teaching will aim to develop and build on children’s capabilities throughout the year groups. Children will develop confidence in fundamental movements, develop different ways of travelling on the floor and apparatus and begin to link these movements together. We will focus on core strength, key shapes, performing sequences and improving children’s confidence.</p>		
	<p>Beginning</p> <ul style="list-style-type: none"> • Make shapes with their bodies, including tall/short, wide/thin, straight/curved) according to directions from teacher. • Experiment with different ways of moving. E.g. jumping, sliding, rolling. moving over, under and on apparatus <p>Within</p> <ul style="list-style-type: none"> • Copy simple movements and simple sequences. (independently) <p>Expected</p> <ul style="list-style-type: none"> • Jump off an object and land appropriately. • Demonstrate good control and co-ordination in large and small movement. • Travel with confidence and skill around, under, over and through balancing and climbing apparatus. 	<p>Beginning:</p> <ul style="list-style-type: none"> • Move between floor, mats and small apparatus safely. • Balance with some control. • Explore making their body tense, relaxed, stretched and curled. <p>Within</p> <ul style="list-style-type: none"> • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. • Copy and explore basic movements with some control and coordination. • Perform a 2 footed jump. • Perform movement phrases using a range of body actions and body parts. <p>Expected</p> <ul style="list-style-type: none"> • Move confidently and safely in their own and general space, using change of speed and direction. • Perform different body shapes. E.g. pencil/straight, tuck, star, pike, dish and arch) • Copy, create and link movement phrases with beginnings, middles and 	<p>Beginning</p> <ul style="list-style-type: none"> • Work together with a partner to create and perform sequences. <p>Within</p> <ul style="list-style-type: none"> • Link movements together to create a sequence on their own. • Begin to self/peer evaluate and say when a movement or skill is performed well. • Be confident in performing different gymnastic shapes. E.g. pencil/straight, tuck, star, pike, dish and arch) • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, direction <p>Expected</p> <ul style="list-style-type: none"> • Have a clear start, middle and end to their sequence. • Use imagination to use apparatus in a variety of ways to balance, travel and create a sequence. • Give advice to peers on how to improve. •

Formatted Table

		ends. (2 -3 simple movements) (independently and in pairs)	
Developing Vocabulary	Jumping, sliding, rolling, over, under, apparatus, land, balance, sequence, straight, curved, tall, short, wide, thin, space, travel, still.	Jumping, sliding, rolling, over, under, apparatus, land, balance, sequence, straight, curved, tall, short, wide, thin, space, travel, stillness, change, direction, speed, timing, control, pencil/straight, tuck, star, pike, dish.	Jumping, sliding, rolling, over, under, apparatus, land, balance, sequence, straight, curved, tall, short, wide, thin, space, travel, stillness, change, direction, speed, timing, control, pencil/straight, tuck, star, pike, dish, evaluate, tension.
Key People and 'real-life' links	<ul style="list-style-type: none"> • Relates to dancers/gymnasts they see on TV in sports competitions. • <u>Some children go on to attend gymnastics clubs outside of school.</u> • <u>Opportunities for Yoga lessons. (Eco-schools: Biodiversity) animal inspired sessions.</u> 		
IMPACT:	The children will gain a secure understanding of key terms and shapes in gymnastics. They will understand how to use apparatus safely and move on and around with increased confidence and control. They will begin to work collaboratively with others to perform simple routines and learn to give/take constructive feedback and to be reflective.		

Formatted: Font color: Green

	EYFS	YEAR 1	YEAR 2
IMPLEMENTATION Dance	Through the teaching and progression of dance children will be exposed to a range of stimulus in order to provoke imagination and using their body to create finished dance pieces. They will learn to work independently, pairs or in groups to compose and perform different movements and final pieces. Children will be encouraged to observe and appreciate other's work and give appropriate feedback.		
	<p>Beginning</p> <ul style="list-style-type: none"> Experiments with different ways of moving. To begin to respond with their bodies to different types of music. <p>Within</p> <ul style="list-style-type: none"> Explore and copy basic body actions and rhythms. To celebrate others success. <p>Expected</p> <ul style="list-style-type: none"> To be able to use their bodies to imitate motifs from stories and topics. To be able to negotiate space confidently, using appropriate strategies. 	<p>Beginning</p> <ul style="list-style-type: none"> Copy, explore and remember basic movements and body patterns. To link a variety of moves together. Perform movement phrases using a range of body actions and body parts. To practise taking off from different positions. <p>Within</p> <ul style="list-style-type: none"> To explore basic body patterns and movements to music. Explore movement ideas, range of emotions and respond imaginatively to a range of stimuli. To use a variety of moves that change speed and direction. Perform dance movements and simple routines using simple movement patterns. <p>Expected</p> <ul style="list-style-type: none"> Compose and link movements to make simple beginnings, middles and 	<p>Beginning</p> <ul style="list-style-type: none"> Explore, remember, repeat and link a range of actions with coordination and control. Use a range of vocabulary to describe moods and how dances make them feel. To show contrasts in simple dances with good body shape and position. <p>Within</p> <ul style="list-style-type: none"> To develop a range of dance movements and improve timing. To explore different levels, direction and speeds of movement. Copy and explore basic movements with clear control. Describe a short dance using appropriate vocabulary. <p>Expected</p> <ul style="list-style-type: none"> To work to music, creating movements that show rhythm and control.

Formatted Table

		<p>ends (including starting and finishing positions.)</p> <ul style="list-style-type: none"> To link travelling moves that change direction and level. To link together dance moves with gestures and changing direction in time to music. Move confidently and safely in their own general space using changes of speed level and direction. 	<ul style="list-style-type: none"> Vary levels and speed in sequence and the size of body shapes. Use and negotiate space clearly. Respond imaginatively to stimuli. Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Evaluate and improve a dance performance by recording and viewing their rehearsals.
Developing Vocabulary	Copy, action, rhythm, beat, space, movement.	Start/ finish position, perform, movement, routine, space, direction, rhythm, travel, speed, timing, beat.	Gesture, direction, level, emotion, rhythm, control, co-ordination, space, timing, beats, counts of..., speed, position, performance, compose, travel, routine, start/finish position, unison
Key people and 'real-life' links	<ul style="list-style-type: none"> Links to performers they may see on tv/shows etc. Some children take part in dance clubs outside of school and share achievements. Key people – diversity, jump start Jonny, Kerry (Wannado Dance) 		
IMPACT	<p>Through the experience of dance children will develop their spatial awareness, co-ordination and agility. They will develop beneficial skills in socialising and on collaborating with others and overall improve their self-confidence. Their resilience will improve as children will expected to learn a dance over a period of time. They will gain experience in performing to others and offering self and peer feedback allowing them to become reflective.</p>		

Formatted Table

IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
<p>Multi Skills/Athletics.</p>	<p>Through multi skills/athletics lessons children will learn to perform and practise the basic fundamental movement skills (movements, balancing and manipulative skills). They will learn to develop a range of basic skills, actions and ideas. We hope children will begin to remember and repeat simple skills and actions with increasing control, showing skills of agility, balance and coordination. The children will then learn to apply these skills to other situations e.g. games.</p>		
	<p>Beginning</p> <ul style="list-style-type: none"> Learn skills of running, jumping and throwing with a range of equipment. <p>Within</p> <ul style="list-style-type: none"> Vary speed of running based on directions given by teacher <p>Expected</p> <ul style="list-style-type: none"> To understand and use basic comparative language i.e. faster, longer, to show what they have learnt. 	<p><u>Movement/Agility:</u></p> <p>Beginning</p> <p><u>Movement/Agility:</u></p> <ul style="list-style-type: none"> To practise short distance running To use varying speeds when running. <p><u>Balancing:</u></p> <ul style="list-style-type: none"> Can jump from a standing position. <p>Within</p> <p><u>Movement/Agility:</u></p> <ul style="list-style-type: none"> To travel in different ways, showing clear transitions between movements. <p><u>Balancing:</u></p> <ul style="list-style-type: none"> To explore static balancing and understand the concept of bases. <p><u>Co-ordination/manipulative skills:</u></p> <ul style="list-style-type: none"> To explore and perform different methods of throwing with control. (under arm/over arm) <p>Expected</p> <p><u>Movement/Agility:</u></p> <ul style="list-style-type: none"> To travel in different directions (side to side, up and down) with control and fluency. 	<p>Beginning</p> <p><u>Movement/Agility:</u></p> <ul style="list-style-type: none"> To run for distance. <p><u>Balancing:</u></p> <ul style="list-style-type: none"> Can jump from a standing position with accuracy. <p>Within</p> <p><u>Balancing:</u></p> <ul style="list-style-type: none"> To learn the best jumping techniques for distance. <p><u>Movement/Agility:</u></p> <ul style="list-style-type: none"> To run with agility and confidence. Can change speed and direction whilst running. <p>Expected</p> <p><u>Co-ordination/manipulative skills:</u></p> <ul style="list-style-type: none"> To throw different objects in a variety of ways, with increased control. (E.g. under arm, over arm, chest throw, bounce, one handed) Can use equipment safely and with co-ordination. <p><u>Movement/Agility:</u></p>

		<u>Co-ordination/manipulative skills:</u> <ul style="list-style-type: none"> To combine a number of co-ordination drills, using upper and lower body movements. To aim a variety of balls and equipment accurately. To time running to stop or intercept the path of a ball. 	<ul style="list-style-type: none"> To hurdle an obstacle and maintain effective running style.
Developing Vocabulary	Running, jumping, throwing, speed, direction, fast, slow, short, long.	Running, jumping, throwing, speed, direction, distance, balance, under arm, over arm, chest throw, bounce, one handed, accuracy, co-ordination.	
Key people and 'real life' links	<ul style="list-style-type: none"> Links to professional sports they may see on TV (football, Olympics, athletics, rugby etc) Key people – Mo Farah, Usain Bolt, Jessica Ennis-Hill, Harry Kane Links with sports day activities (Eco schools: school grounds) create exercise circuit., after school clubs, out of school clubs 		
IMPACT	The children will gain a secure understanding and improve their ability to perform the basic fundamental skills. They will use these skills and apply them to a range of activities and games. The children will ability and skill will develop and they will be able to start making informed choices about which technique/skill is suitable during particular sports/games inside and outside of school.		

Formatted: Font color: Green

IMPLEMENTATION	EYFS	YEAR 1	YEAR 2
Games (including striking, field, net and wall games)	Through PE teaching at Lyndhurst we aim to teach progression of skills such as throwing, catching and passing and receiving of a ball. Children will develop their co-ordination skills and learn to use space effectively and safely. They will learn to work with others and apply skills they have learnt to different games.		
	<p>Skills:</p> <p>Beginning</p> <ul style="list-style-type: none"> Understand how to use equipment safely. Roll a ball or hoop. Show use of dominant hand. <p>Within</p> <ul style="list-style-type: none"> Display good control over their bodies when exploring different skills. Throw a ball underarm. <p>Expected</p> <ul style="list-style-type: none"> To be able to move and stop confidently, negotiating the space around them effectively. Demonstrate increasing control and co-ordination over objects and in large and small movements. 	<p>Skills:</p> <p>Beginning</p> <ul style="list-style-type: none"> Understand how to use equipment safely. Explore throwing and catching in different ways. Explore kicking in different ways with increasing control. Travel in a variety of ways including running, skipping and jumping. Begin to perform a range of throws (under arm/over arm). <p>Within</p> <ul style="list-style-type: none"> To practise and build basic striking, sending and receiving skills and to develop accuracy in these. Begin to develop hand-eye coordination. <p>Expected</p> <ul style="list-style-type: none"> Hit a ball with control using an appropriate object. (bat/racket/hockey stick) To be confident and keep themselves safe in the space during games. 	<p>Skills:</p> <p>Beginning</p> <ul style="list-style-type: none"> Understand how to use equipment safely. Begin to understand and practise how to intercept a moving ball. To continue to develop catching skills and catch a variety of objects. <p>Within</p> <ul style="list-style-type: none"> To throw a ball for distance and continue to develop throwing styles (under arm, over arm, chest throw, bounce) To begin to position the body correctly to strike a ball. To kick and move with a ball and to develop dribbling skills. Catch and control a ball whilst moving, working with a partner or in a small group. <p>Expected</p> <ul style="list-style-type: none"> To be able to hit a ball accurately using a piece of equipment (E.g. racket, bat, hockey stick).

Formatted Table

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

	<p>Games:</p> <p>Beginning</p> <ul style="list-style-type: none"> • Work individually and with others. <p>Within</p> <ul style="list-style-type: none"> • Engage in team games. <p>Expected</p> <ul style="list-style-type: none"> • Move freely using suitable spaces and speed. 	<p>Games:</p> <p>Beginning</p> <ul style="list-style-type: none"> • Begin to work with a partner in throwing and catching games. • Participate in simple, team games. • Understand that being active is good for them and fun. <p>Within</p> <ul style="list-style-type: none"> • Explore and use skills individually and in combination to suit the game they are playing. • To play a game fairly and in a sporting manner. • Engage in competitive physical activities (both against self and against others) • Talk about what happens to our bodies during exercise <p>Expected</p> <ul style="list-style-type: none"> • Develop and use simple attacking and defending techniques. • Choose and use skills effectively for particular games. (e.g. a suitable way of sending a ball) • 	<ul style="list-style-type: none"> • Be able to pass and stop a ball to a team mate with increased co-ordination, control and with accuracy. • To develop and use hand-eye coordination to control a ball. • Able to reflect on and develop skills to improve <p>Games:</p> <p>Beginning</p> <ul style="list-style-type: none"> • Engage in competitive physical activities (both against self and against others) • Understand role of attacker and defender. • Develop and use simple tactics for attacking, defending and in simple team games. • Begin to lead others during a simple team game. • Use space effectively during team games. • Understand the importance of rules in games. • Begin to develop and create own games with peers. • To play a game fairly and in a sporting manner. • To observe and recognise good quality in performance in games and use this information to improve their own work. • Develop and use their ability to solve problems and make decisions and apply these to simple games. • Recognise the best ways to score points and stop points being scored in games.
--	--	--	--

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Not Bold

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm, Tab stops: Not at 2.38 cm

			<p>Within</p> <ul style="list-style-type: none"> • <u>Develop and use simple tactics for attacking and defending in simple team games.</u> • <u>Begin to develop and create own games with peers.</u> • <u>Use space effectively during team games.</u> <p>Expected</p> <ul style="list-style-type: none"> • <u>Recognise the best ways to score points and stop points being scored in games.</u> • <u>To observe and recognise good quality in performance in games and use this information to improve their own work.</u> • <u>Develop and use their ability to solve problems and make decisions and apply these to simple games.</u> • <u>Begin to lead others during a simple team game.</u>
Developing Vocabulary	Space, speed, roll, throw, catch, control, team,	Space, speed, roll, throw, catch, control, team, individual, fair, exercise, physical, fitness, attacking, defending, sending, receiving, under arm, over arm, passing, hand-eye co-ordination, tactics, scoring, competitive.	
Key people and 'real-life' links	<ul style="list-style-type: none"> • Links with working together in other situations (classroom, outside of school in jobs) • Links with all sports that children will see on TV e.g. football, rugby, tennis etc. • Links to key sports people – Harry Kane, Ben Stokes (cricket) , Steph Houghton (England's ladies football captain.) 		
IMPACT	Through effective teaching of PE children will develop their co-ordination, spatial awareness, passing and receiving ball skills. With improved accuracy they will be able to apply these skills to team games and develop their understanding of simple tactics and roles within a team. They will develop their skills in working with others and be able to apply these in many situations not just PE.		

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

